



# Modbury Special School

## ANNUAL REPORT 2013

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“MAKING THE DIFFERENCE”

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**December '13**

Modbury Special School is an innovative R-12 DECD school catering to students with Intellectual, Multiple and Complex Learning Needs and Disabilities. All students at Modbury Special School have an intellectual disability. All students have a Negotiated Education Plan. A significant number of the students have physical and sensory impairments in association with intellectual impairments. Many students have Autism Spectrum Disorders and some have very challenging behaviours. Several students are supported by Women's & Children's Health Network Health Care Plans. A number of students have Health Support Plans to manage medication and low/moderate level health risks *eg* asthma that do not require accredited staff.

### A Year of Consolidation & Continued Partnerships

Modbury Special School's mission is the provision of the highest quality education for students with disabilities from Reception to Year 12 focusing on strong values, quality learning and rigorous teaching.

Our commitment to this mission in 2013 was evidenced by:

- Continuous development of a school culture committed to Positive Programming as the core behaviour management approach.
- Successful transitions of students to senior secondary and post school options including supported employment and Higher Education study.
- Undertaking exciting programs due to burgeoning partnerships with the University of South Australia and Flinders University.

### Highlights

**Some of the many highlights of 2013 include:**

#### Curriculum/Student Learning:

- Dedicated art program
- Undersea themed art works for beautification of school site
- Occupational Therapist employed 0.2 FTE
- Speech Pathologist employed 0.2 FTE
- Sensory Integration Program continued across the campus

- Reading Doctor presentation and implementation
- Premier's Reading Challenge
- Premier's Be Active Challenge
- Room 5 & 9 soccer carnival
- Room 5 & 9 camp with Modbury South Primary School
- Room 5 & 9 Fast Forward grant
- Successful continuation of SACE canteen
- Fitness First Initiative Teams (FFIT) for Pathways students
- Good Life Fitness for Pathways students
- Secondary School Sport for SA carnivals for Pathways students
- Festival of Music
- Mentoring projects with students from Modbury High School
- Aquatics program for Pathways students
- Deaf Awareness Sign Language Workshops

#### Working As Teams:

- National Partnerships Grant in conjunction with Modbury South PS and Modbury C-7
- Shared Family Liaison worker with MSPS and Modbury C-7
- Working agreement MSPS
- Building staff capacity via training Autism Online
- Presentation to Highbury Lions club regarding Proloquo2go and subsequent donation
- Two MSS staff presented in Malaysia on behalf of DECD
- Teacher mentoring

- SSO's presenting/sharing effective practice workshop at Highbury Primary School
- North Eastern District Learners Network
- Communication group
- SACE workshops
- SACE moderation
- Uni SA Human Movement students working with MSS students in engagement and health & P.E.
- Uni SA students working with MSS as part of community partnerships project
- Uni SA Physio students assisting to deliver sensory program 1 day per week

**Facilities:**

- Second Variety School Bus acquired
- New sensory equipment purchased (Pea Pods, Trampolines, scooter boards)
- New sensory equipment purchased for the gym (SI program)
- New Toilet Areas in Grevillea unit
- Upgrade of new SmartBoard projectors
- Roll out of more iPads and iPad minis across site
- New furniture (tables, chairs, ottomans)
- Bikes repaired courtesy of Kiwani's
- TTG Rotary club planted new raised gardens in bike track area
- Staff and families planted over 500 new trees in bike track area

**Other:**

- 2 New short term Coordinator Roles internally filled by existing staff
- Successful disco organised by the Fundraising Committee
- Successful Quiz Night organised by the Fundraising Committee
- Successful City to Bay run by many staff organised by Fundraising Committee
- Graduation Dinner for students
- Teachers nominated for Excellence Awards

**Enrolments Steady in 2013**

Following the rapid increase of student numbers from the middle period of the last decade student numbers have continued to rise and at the conclusion of 2013 Modbury Special School student numbers totalled 161. This level is likely to be maintained into the foreseeable future due to student accommodation being fully subscribed and demand for places remaining high. Pressure on class space was further exacerbated by the need to accommodate 5 extremely behaviourally challenging students over the course of 2013. Several of these students will again require special class space and/or program arrangements in 2014.

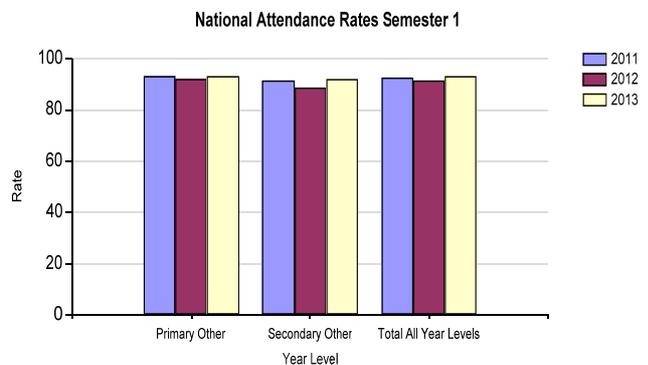
Enrolments remained robust in the Reception and Junior Primary age groups reflecting the

continued effectiveness of established transition processes with feeder pre-school programs.

An area of continuing concern for the school is the small but significant number of students (4) with extreme behavioural issues who require 1:1 teaching support and, for a couple, separate accommodation.

At the conclusion of 2013 the school was the centre of learning for 161 students which indicates that we were operating at capacity. The ratio of primary to secondary aged students has remained fairly static for several years however the number of early years aged students will increase next year as we will welcome 17 new students at the commencement of 2014.

**Below: Attendance 2013 (Semester 1)**



Attendance by Year Level	% Attendance		
	2011	2012	2013
Primary Other	93.0	92.3	93.4
Secondary Other	91.3	89.0	92.1
Total All Year Levels	92.6	91.4	93.1

## MSS Opinion Surveys

For the 2013 Family and Staff Surveys we utilised the ACARA school survey site that has replaced the DECD Opinion Surveys we have previously participated in.

Four areas were reported to in the surveys:

- *Quality of Teaching & Learning*
- *Support of Learning*
- *Relationships & Communication*
- *Leadership & Decision Making*

Families rated the school on average at 4.63 out of a possible 5 (higher than any previous year) with the highest average score of 4.70 for the "Relationships and Communication" topic. This indicates an increasingly high level of confidence by parents and carers in the education provided to their children at our school. It also indicates the school's ongoing want to better the outcomes for our students and their families.

As evidenced, family opinion of Modbury Special School continues to grow. The Modbury Special staff will continue to strive to ensure families feel that their children are receiving the best education possible.

The staff average score across all criteria showed a similar pattern to that of the parents; the average score was 4.54 out of 5 and Quality of Teaching and Learning was ranked highest amongst staff with an average score of 4.62 out of 5.

### **Recommendation:**

**In the 2013 survey, families indicated an overwhelmingly positive response to the teaching and learning delivered at Modbury Special School. The staff will continue to strive for positive outcomes for students and their families in 2014 and beyond.**

## MSS Continues to Meet Learning Goal Targets

In 2013 over 9000 individual learning goals were set across the curriculum at Modbury Special School.

The achievement level for the goals set was 89%, just short of the school goal objective of 90% achieved. In 2014 there will be an expectation that all goals written will be in the SMARTAR goal format that all teachers have completed professional learning in.

## Senior Schooling

Our senior students had positive outcomes in regards to the South Australian Certificate of Education (SACE). 14 different Learning and

Assessment Plans were taught across 13 subjects including English Pathways, Mathematics Pathways, Personal Learning Plan, Scientific Studies and the Research Project.

Once again we had 100% of Stage 2 school leavers complete the required 200 units of Modified SACE.

Of our school leavers we had students moving into day options and a variety of business services including Phoenix, Bedford Industries and Hands On.

## Strategic Directions:

### Literacy & Numeracy:

**Objective: Identify and develop a strategy for mathematics teaching to support the implementation of the National Curriculum.**

*Students at MSS encompass a very wide range of intellectual abilities. Maths practices must be appropriate to their ability and responsive to their wider NEP goals.*

### Recommendations:

- **Continue to plan specific goals related to the National Curriculum that are relative to Modbury Special School students**
- **Obtain resources and online information and tools to ensure positive outcomes for staff and students**

**Objective: Ongoing Development of appropriate units to meet Modified SACE requirements:**

*There are a number of SACE eligible students placed both in the Pathways Program and in the Grevillea Unit.*

DECD funding was available for the co-ordinator of the Pathways Program and teachers of SACE eligible students to attend a number of meetings and workshops to assist in the development of SACE units. Several of the sites SACE programs were used by the SACE Board as exemplars for the rest of the state to utilise.

### Recommendations:

- **Release staff as required to attend SACE Training & Development meetings, moderation etc**

## Science:

**Objective: Develop a strategy for science teaching and acquire appropriate knowledge and resources to support the incoming National Curriculum.**

Science, along with maths and comprehension is a priority area for DECD. This year a classroom teacher was released for 0.2 FTE to undertake science with a wide range of classes in the library with positive results.

A working blueprint is to be developed in 2014 to better incorporate science across the curriculum for all students.

### Recommendations:

- Release staff for development of school science strategy (ie work with consultant)
- Strategize how to best incorporate science meaningfully into the curriculum

## Building Capacity:

**Objective: Develop MSS as a centre of excellence for special education to build the capacity of teachers to lead the improvement of special education provision for all special needs learners**

Modbury Special School successfully applied in becoming a Lead School through the National Partnerships More Support for Students with Disabilities Initiative in the area of Autism in 2012/13.

Staff and families undertook professional learning from a variety of sources.

Benchmarks were set and achieved including building capacity and improving collaboration with families and other community stakeholders

### Recommendation:

- Build closer ties with other learning centres from the local area and intrastate.
- Continue Professional Learning in 2014

## Partnership:

**Objective: Encourage development of partnerships outside the site context (e.g. Uni of SA) to further develop program & pedagogy improvement and leadership capacity through staff generated projects.**

Modbury Special School has continued to develop strong working relationships with many faculties of the University of South Australia in 2012.

University students from the faculties of Physiotherapy, Nursing, Human Movement and

Community Partnerships have all made positive contributions to pedagogy and student learning across the site.

Sensory activities have been extremely well supported by 3<sup>rd</sup> year physio students on a weekly basis for the 2012 school year. This program has already been agreed upon for 2013.

Modbury Special School has continued its strong partnership with TAFE SA, accommodating numerous students undertaking Certificates in different fields. Several students that successfully completed placements at the site have now gained contracted employment at Modbury Special School as School Service Officers.

### Recommendation:

- To continue and strengthen positive relationships with existing community partners in 2014.
- Target OT program for 2014

## National Partnerships

In 2012 Modbury Special School successfully applied to become a lead school through the National Partnerships: More Support for Students with Disabilities Initiative as part of a cluster.

Modbury Special School with Modbury South Primary School and Modbury C-7 School won a grant of \$165,000.00 over two years (\$55,000 2012 & \$110,000 2013).

This meant that as sites we were “lighthouse” or lead schools with monies going towards developing our capacity to develop effective practices for Autism.

Strategies we have implemented across the site in 2013 include:

- Hiring an Occupational Therapist for 1 day per week
- Hiring a Speech Pathologist for 1 day per week
- Hiring a Family Well Being Liaison working between Modbury Special School, Modbury South Primary School and Modbury C-7 School for 1 day per week
- Numerous professional learning opportunities for staff with Occupational Therapist, Speech Pathologist and others

- Developed close relationships with Uni SA putting in place several different programs
- Majority of staff have now undertaken and successfully completed Autism Online Training Course

## Staff Balance & Composition

The 2013 teaching staff of our school comprised 20 class teachers, a Senior Leader with up to 50% class contact, 2 Coordinators with 80% class contact, 3 NIT (non instruction time) teachers, 3 teachers employed for 1:1 supervision and a non-teaching Principal.

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	28.70	0.00	26.60
Persons	0	30	0	42

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	55
Post Graduate Qualifications	13